

ROUTING AND RECORD SHEET				
SUBJECT: (Optional) <b>Curriculum Committee Meeting Members</b>				
FROM: <b>ADC/OTE 1025 C of C</b>		EXTENSION	NO.	STAT
		DATE <b>.11 October 1985</b>		
TO: (Officer designation, room number, and building)		DATE	OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
		RECEIVED	FORWARDED	
1.	DD/OTE D/OTE			Re: Curriculum Committee Meeting Wednesday, October, 16th.
2.	ADC/OTE			This is the memorandum that will serve as a basis of our discussion for the Learning Center.
3.	EXO/OTE			
4.	C/LT			
5.	C/IT			
6.	C/ISTD			
7.	C/MATD			
8.	C/CTD			
9.	C/WOTS	+	+	
10.	C/CBT	+	+	
11.	C/MPB	+	+	
12.	C/TSO C/CRB	+	+	
13.	C/Plans Group	+	+	
14.	<input type="text"/>			STAT
15.	<input type="text"/>			

11 October 1985

MEMORANDUM FOR: OTE Curriculum Committee  
FROM: C/CBTG  
SUBJECT: OTE Learning Center: Current Capability  
and Future Need

This memorandum is an attempt to:

--focus thinking on how OTE will manage delivery of self-study materials in the future;  
--help identify the space and machinery requirements for self-study resources in OTE's new building;  
--begin to define the organization of an OTE resource that will analyze need, oversee production, and manage the delivery of self-instructional material;  
--provide guidance for furnishing and equipping the current Language Lab and Room 224 space to accommodate requirements levied on us before we leave the building, i.e. TICCIT lab for Spanish curriculum and machinery for other interactive video and CBT curriculum.

Assumptions underlying our thinking here are:

\*\*Training requirements will outpace our ability to meet them with classroom-based instruction  
\*\*We will be forced to identify those aspects of our training that lend themselves to self-instruction, and deliver curriculum in these areas efficiently to our consumers  
\*\*Some courses will lend themselves entirely to self-study, others will involve self-study units combined with classroom - based activity, many courses will remain classroom based  
\*\*Major course restructuring will need to be done to integrate self-study components  
\*\*In the new facility, physical facilities and personnel associated with the following components should be considered for consolidation in a new entity: Library, Language Lab, Tape duplication and sound studio, MPB staff and facilities, Data Access Center (DAC) (some of its current functions), CBTG.

#### ASPECTS OF THE LEARNING CENTER QUESTION

1. What functions/purposes are to be served by the LC?
2. What resources are needed to fulfill the functions/purposes, e.g., library, tape duplication facility, videocassette library.
3. What personnel are needed to perform the services required by #1 and #2, and what should be the administrative structure?
4. What physical facilities are needed?

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For the purposes of beginning our discussion, I feel that we need first to identify what functions we want the LC to serve and what its main purposes should be. The rest will follow from that.

WHAT FUNCTIONS/PURPOSES SHOULD LEARNING CENTER PERFORM?

Current capability:

\*\*Self-study of language tapes, Language Lab. Most of this is preparation for class activity by full and parttime students in language training at CoC.

\*\*Self-study/reading for students & OTE staff in Library. Usually unrelated to formal coursework at OTE.

\*\*Group viewing of video by staff & students in MPB studios (8th floor) 75% of this usage is for LS. Much of LS viewing is in conjunction with formal classroom-based instruction.

\*\*Signout of videocassettes for use in classrooms or elsewhere, usually for use in formal classroom instruction. Most of this for non-LS components.

\*\*Signout of audiocassettes for language self-study at home. For use in conjunction with CoC or HQ - based instruction and also "informal" self-study. Library currently handles.

\*\*Audiotape duplication: mostly for LS classroom instruction at CoC and HQ.

Desired future capability: (all of the above plus the following:)

\*\*Individual study space: carrels without media equipment

\*\*Carrels for individual videocassette viewing

\*\*Carrels to accommodate up to 3 for small-group viewing with earphones

\*\*Videotape signout for use in carrels by students and OTE staff

\*\*Interactive video/CBT carrels for delivery of micro-based curriculum. This includes both special-purpose curriculum and "generic" courseware that we obtain from vendors.

\*\*Signout of diskettes and videodisc material, some of which will be classified, for use on machines

\*\*Mainframe terminals/PC's for use to access VM and on which to practice application software usage

\*\*System administrator/tech support for these machines

CENTRAL QUESTION: Should these machines be in sufficient quantity to handle whole classes? Or should roomsfull of them be based in the divisions for use in self-study portions of curriculum that is partially classroom-based, with a relatively small number of each type of machine located in the Learning Center.